

Purpose A short scale consisting of only ten items, the TDSQ was developed to assess evidence of sleep disturbances in children from the perspective of the child's elementary school teacher. The instrument queries several behavioral issues that may manifest as a result of disturbed sleep, including difficulty maintaining alertness, napping during the day, yawning, clumsiness, aggressiveness, and hyperactivity.

Population for Testing The scale was created for use with children aged 4–11 years.

Administration The TDSQ is a self-report, paper-and-pencil measure completed by the elementary school teacher of the child being assessed. It requires 3–5 min for completion.

Reliability and Validity The scale has been employed primarily in clinical settings, and thus, its psychometric properties have not been evaluated extensively. In an early study performed by developers, [1], the scale was found to possess seven factors with an overall internal consistency of .80. Additionally, scores on the TDSQ correlated significantly with the daytime

sleepiness subscale of the Children's Sleep Habits Questionnaire (Chap. 21).

Obtaining a Copy A copy of the scale is available in the original article published by developers [1].

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Scoring Respondents are provided with a three-point, Likert-type scale ranging from “never or rarely (less than once per week)” to “usually (every day)” and are asked to indicate how frequently the child in question demonstrates certain behaviors over the course of a typical week. A total score is calculated, with higher scores indicating greater daytime sleepiness. Scores can then be compared to additional measures of sleepiness and sleep disturbance in order to better understand the child's behavior across a wide range of settings.

Teacher’s Daytime Sleepiness Questionnaire (TDSQ)

The following statements are about signs of daytime sleepiness in children. Think about a typical week for this child when answering the questions.

HOW OFTEN DOES THIS CHILD...
(Circle one answer for each question)

	1 Never or rarely (Less than once a week)	2 Sometimes (At least once a week)	3 Usually (Every day)
Have trouble staying awake in the morning	1	2	3
Have trouble staying awake in the afternoon	1	2	3
Take daytime naps?	1	2	3
Yawn during the day?	1	2	3
Seem clumsy or uncoordinated?	1	2	3
Disrupt school activities because of sleepiness?	1	2	3
Disrupt school activities because of irritability or aggressive behaviour?	1	2	3
Have a major discipline problem?	1	2	3
Appear hyperactive?	1	2	3
Complain about his/her sleep?	1	2	3

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Reference

1. Owens, J.A., Spirito, A., McGuinn, M., & Mobile, C. (2000). Sleep habits and sleep disturbance in elementary school-aged children. *Journal of Developmental and Behavioral Pediatrics*, 21(1), 27–36.

Representative Studies Using Scale

Owens, J.A., Maxim, R., McGuinn, M., Nobile, C., Msall, M., & Alario, A. (1999). Television-viewing habits and sleep disturbance in school children. *Pediatrics*, 104(3), e27.